



Report on IQM Inclusive School Award



School Name: Broadwood Primary School

School Address: Broadwood Road, Newcastle upon Tyne NE15 7TB

Head/Principal: Mrs Wendy Mitcheson

IQM Lead: Mrs Rachel Dangerfield

Assessment Date: 16th May 2022

Assessor: Gemma Robertson

Sources of Evidence:

- 2 OFSTED reports dated March 2021 and May 2021
- School Development Plan 21-22
- Pupil Premium Strategy - 21-22
- An example of curriculum intent for PSHE
- An example of History Progression Map
- An example of a year group (Y4 and Nursey) Medium Term Plan
- The curriculum offer at Broadwood
- Interventions offered
- Additional learning experiences offered
- Headteacher's report to Governors (Sept 21)
- Tour of school to look at inclusion within the setting EYFS - Y6 including the HIARP
- Twitter feed@broadwoodschool
- School website - www.broadwoodprimary.co.uk

Meetings Held with:

- Wendy Mitcheson (Headteacher)
- Rachel Dangerfield (IQM co-ordinator – Assistant Headteacher)
- Children who gave a tour of the school
- Joanne Jameson (Family support worker/attendance officer)
- Nicky Wise and David Jones (Governors)
- Susan Brooks-Tyreman (Deputy Headteacher)
- Rachel Hope (SEND TA)
- Laurie Underwood (Maths Lead & Assistant Headteacher)



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Overall Evaluation

Broadwood Primary School has 232 pupils and is situated in the Denton Burn in an area of deprivation. The school caters for children with a wide range of needs and vulnerabilities. It has a higher-than-average number of pupil premium children at 60% and a higher-than-average proportion of children who are EAL. Children coming to the school with limited language is higher than average and the school have had to think carefully about their Early Years provision. The school also has an ARP provision for children who have a hearing impairment.

Ofsted recognise that the school is making a great deal of progress since the appointment of the current Headteacher, Wendy Mitcheson. In the schools last monitoring report in June 2021, it was recognised that, 'teachers plan carefully for pupils with SEND and for those who speak English as an Additional Language. This includes pupils who attend the enhanced resource provision.'

At Broadwood Primary School, there is a genuine, unwavering commitment to inclusive practice which informs all systems and approaches. The Headteacher will accept and welcome all children into the school, regardless of need or background. The Leadership Team are deeply passionate about, and committed to, the inclusion agenda. They want to make a difference to all the children and improve their life chances. The Leadership Team has accurately evaluated the provision and is aware of the areas which need to be developed to keep moving the school forward. SLT know their staff well and deploy them effectively to have a positive impact on pupils. They recognise the importance of improving the quality of teaching and learning as they want the pupils to leave with the best outcomes academically, as well as developing the wider skills they acquire through the holistic curriculum. There is a collective responsibility, amongst the staff, to look after the children and give them the best school experience possible. An inclusive ethos permeates all staff, regardless of role and all staff are valued and respected. Teachers have a good understanding of the factors which influence pupils' mind-sets and their ability to learn. They understand that behaviour does not define a child; staff seek to uncover the causes behind the behaviours. Staff also recognise the importance of building positive relationships and listening to the children; the children at Broadwood clearly have a voice and they are unbelievably proud of their school. The SENDCo is very focussed on getting the best possible provision for Broadwood's SEND pupils; she is an asset to the school.

Pupils appear happy at school and socialise well. They are very friendly, and all behaviour observed during the assessment day was excellent. There are clear and defined strategies to utilise when children begin to find lessons challenging and these strategies are whole school, being used in every classroom. The strong emphasis on mental health and wellbeing ensures that pupils' emotional needs are well-supported, allowing them to focus on learning in the classroom.



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I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award. There are only minor areas requiring development and the school is aware of these. I recommend that the school be awarded IQM's Inclusive School Award and be reassessed in 3 years' time.

Assessor: Gemma Robinson

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

A handwritten signature in black ink, appearing to read "J. McCann".

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Joe McCann MBA NPQH
Director of Inclusion Quality Mark (UK) Ltd



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Element 1 - The Inclusion Values of the School

Staff at Broadwood Primary School work together to provide a cohesive, inclusive education. They all believe in providing the best education for each individual child, catering for individual children's needs. The staff at Broadwood recognise the importance of understanding where a child's starting point is and they involve the whole family as much as is possible. As a school, they 'celebrate the unique qualities of every child' – this was very clear to see.

The support they offer every individual child, and their families is completely personalised. They provide a safe, caring environment based on inclusive values. All children are accepted and welcomed into the school's community, regardless of background or special educational need or disability (SEND). There is no barrier deemed too much of a challenge and SLT will find a way to make the necessary adjustments to meet any need and feel strongly about including all children in mainstream educational settings.

The Headteacher has introduced a new Behaviour Policy that is centred around reflection. The school uses a self-reflection chart for these students who need it, to look for patterns in behaviours in a bid to get to the root of the problem. The children at Broadwood have really bought into this system as have the staff and it is this whole school approach that ensures success.

Broadwood has 30% EAL children as well as children with hearing impairments. From the moment I walked through the school door, the school's inclusive values radiate from displays, children's attitudes, interactions with staff and children. The world maps on display that show the different languages spoken in the school is a symbol of how proud the children are that they attend Broadwood Primary School.

Pupils' mental health and wellbeing has been a priority at the school for some time but the need to provide extra support in this area has been heightened due to the Covid-19 pandemic. Teachers focus on supporting all children with their mental health in classrooms. For those pupils who need additional support, there are targeted intervention sessions provided. The bespoke intervention programmes that the school provide for pupils have led to improved confidence and participation. Interventions are very much needs-led and there is flexibility to allow staff to respond promptly to pupils' needs.

Next Steps:

- There are no significant next steps in this area.



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Element 2 - Leadership and Management and Accountability

The inclusive ethos at Broadwood Primary School emanates from the Headteacher. When recruiting staff, she prioritises the inclusive values which candidates exemplify. All employees at the school must share the same ethos and commitment to inclusion. Through her inspirational leadership, she ensures the whole school community feel safe and respected and are encouraged to be the best they can be regardless of need or background.

The school's commitment to supporting pupils is further evidenced through the SENDCo and her Teaching Assistant, who delivers interventions to those pupils who need them. Her tenacious passion drives the SEND provision and ensures every child can access the support they need. Alongside the Headteacher, she is not afraid to challenge colleagues or external agencies and she will always advocate for the children. A lot of parents speak English as an additional language so the school ensure interpreters are present at meetings where this is deemed necessary and the school is now benefitting from an interpreter tool on their phone system so staff can communicate effectively with families; leaders do all they can to support the families.

Staff spoke positively about the changes implemented by the Headteacher and her leadership team. There was a sense of happiness and togetherness amongst staff and an excitement if the journey the school is on and how they are all part of it.

The school has a clear leadership structure in place, of course, to ensure all areas of school are led effectively however there is no hierarchy; all staff are equal, regardless of title. The Governors are fully supportive of the Leadership Team and share their inclusive philosophy. They are 'critical friends' who challenge Leaders to uphold high standards and ensure the budget is spent wisely to directly improve pupils' experience and outcomes. The Governors describe the staff as "caring, passionate and respectful." They feel the biggest strength is the school's inclusive ethos. They try everything possible to resolve issues and do not believe in "passing a problem on." The school has adopted a 'quality first teaching' methodology and all teachers are committed to its delivery. All staff are held accountable for the progress of their individual classes and through a coaching approach, staff take ownership for implementing further support or interventions to ensure all learners progress well. There is a culture of support and all staff spoken to feel that Senior Leaders have an open-door policy and that the changes that have been made through a change of leadership, have been for the better.

Next Steps:

- Plan targeted CPD sessions to develop teaching and learning alongside regular opportunities to evaluate the provision to ensure consistency.
- Consider adopting a coaching model in school to provide peer mentoring and coaching and facilitate best practice sharing.



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Element 3 - Curriculum – Structure, Pupil Engagement and Adaption

The school building has been overhauled since a change of leadership. Staff and governors described the previous learning environments as closed and overbearing. Now, after careful planning and implementation, staff and governors describe the school as an open, inviting environment, set up for the needs of the children at Broadwood.

The classrooms are open, bright, and airy. There is a breakfast club, break out spaces and plenty of space for interventions to take place. The two open library spaces promote a love of reading and are an inviting space to go for those children who would prefer some quiet time at playtime and lunchtimes. All classrooms are well resourced. The school benefits from large outdoor areas, which are well designed with a variety of play apparatus; including a wooden pirate ship, a bike and scooter track and wooden play equipment. Every area is very carefully planned and thought-out from an inclusive perspective.

SLT have worked hard to redevelop the curriculum. The aim is for an enquiry-based curriculum which involves all pupils. The spiral curriculum will encourage pupils to develop links with prior and future learning. Due to the carefully mapped-out progression of skills in each subject, any gaps identified due to the Covid-19 pandemic, and the associated disruption to learning, will be revisited at future stages. This also supports the fluid nature of the school demographic due to the high mobility rates. The aim is to improve consistency of teaching and learning whilst improving teacher's subject knowledge due to the resources and support available. There are three main drivers that underpin the curriculum at Broadwood – reading, PSHE and oracy – skills SLT identified as the main skills the children at Broadwood need when they leave Year 6, making the transition to secondary school.

Students start Broadwood in Nursery and Reception with lower-than-average language and communication skills. The Early Years Team put a lot of effort into ensuring that the early year's curriculum is bespoke to their children. There is an inclusive approach to phonics across the whole school. The Deputy Headteacher recognises that their data was weak, but that they are doing something about it so the children at Broadwood are not disadvantaged because of their starting points. The key for the team is to be clear about the data, identify who hasn't hit milestones and ensure intervention is bespoke to the needs of the individual child. Continual conversations mean that fewer children now need to have discreet phonics sessions. The impact of inclusion is clearly being seen.

Next Steps:

- Ensure the teaching of phonics is consistent across early years and for those children who need to continue the programme beyond KS1.
- Ensure all pupils meet at least the expected standard in phonics, so that they can improve their reading and writing outcomes.



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Element 4 - Teaching and Learning – Learning Environment, Planning Resources, Pedagogy

Staff have spent time mapping out a sequential curriculum. Termly overviews are now embedded that build on prior learning. Intentions for curriculum and specific subjects have been written and shared with staff. A range of assessments are in place to know starting points and build on these for learners.

Topics within subjects are planned in sequence, appropriate interventions are in place for maths, English and wellbeing. Pupil progress is monitored by SLT on a termly basis. The impact of learning is carefully monitored through book looks, pupil voice and lesson observations.

There has been a real push on pupil voice in the school. The school value what pupils think and how they feel about school life. They have taken on board comments made as a result of pupil voice activities and made changes accordingly. The children that I had the pleasure of meeting certainly spoke very highly of their school and their curriculum.

The Maths Lead was appointed in January and has introduced a new way for the staff to plan maths. The children do a pre-assessment a few weeks before the start of a new unit and there is pre-teaching in the lead up to every new unit. The reason for this is so that those children, who have big gaps in certain areas of maths, are given the opportunity to be brought up to the same starting point as the majority of the class. Each class has an LSA, which benefits the curriculum as it is the LSAs who deliver focused interventions each afternoon based on gaps in children's knowledge.

Initial evaluation of provision in maths demonstrates that maths has a higher profile in school. Pupils are more engaged and internal data is showing significant impact on progress. A focus for development is the inclusion practices in a classroom setting to ensure all work is differentiated accurately, adapting the learning to the specific needs.

Next Steps:

- CPD on scaffolding, assessment, and high-quality teaching for all learners.
- Consistency in the deployment of LSA's for effective teaching and learning.
- Seek opportunities for staff to observe the practice in early years and implement some of the best practice in the older year groups.



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Element 5 - Assessment

Senior Leaders are promoting class teacher's ownership of the progress for individual pupils. Broadwood uses a range of assessment tools to identify children's needs, attainment, and progress. Gaps in learning, especially in key areas such as phonics, reading and basic skills, are identified and interventions are put in place. Trackers in phonics, times tables as well as summative assessments are updated termly and shared through pupil progress meetings. Formative assessment occurs throughout lessons and teachers plan in 'mini interventions' during the day with either the teacher or Teaching Assistant to pick up and address any misconceptions. Assessment also includes the social, emotional, and mental health curriculum. Teachers have good relationships with individual children and know them well. Interventions that target these areas are also used to support those children in developing self-esteem and resilience.

There is a strategic focus for intervention. Teachers analyse their class data with an inclusion focus. They look for any barriers to learning and plan interventions which they feel will best-support individual pupil's progress. This constant reflection on pupil progress helps the staff to be proactive. Communication between TAs and teachers is ongoing, so that interventions and whole-class learning can be accurately tailored to need. Positive feedback in books, and verbally in lessons, encourages a growth mindset amongst the pupils. Children are encouraged to reflect on their learning.

Next Steps:

- To develop a clear programme and methodology for tracking learners on key skills and knowledge in all subject areas.
- Ensure all teachers are making reasonable adjustments to accurately tailor the learning to support individual needs.



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Element 6 - Behaviour, Attitudes to Learning and Personal Development

The pupils at Broadwood Primary School are charismatic and sociable. During my visit I observed excellent behaviour and, overall, pupils demonstrate positive attitudes towards learning. All pupils understand the expectations for behaviour. There are 'golden rules' and staff have high expectations of behaviour, but SLT recognise that the Behaviour Policy needed to be developed and adapted to meet the needs of the demographic at Broadwood. There are consequences for making poor choices and there are stages of behaviour and consequences, for example, if behaviour is deemed to be Stage 2 a child will miss a playtime which they will spend with the Headteacher. This is not a time to be 'told off' but is a time to reflect, to listen to each other and to think about what they could do differently. If the behaviour is deemed to be Stage 3, a child will miss playtime and lunchtime, again with the focus on reflection. If behaviour is escalated to Stage 3, the incident is logged on CPOMS. If a child has 3 Stage 3 incidents in the space of 2 weeks, they go onto a reflection chart. A reflection chart looks for patterns in behaviour and the staff I spoke to commented that in most cases patterns do start to emerge. The 'self-reflection chart' teaches children to take responsibility and deals with children as individuals.

The school responds to the needs of the children, as a result behaviour and attitudes to learning and personal development is a strength of the school. For example, the Year 1 setting is a mix of Early Years and Year 1 practice to enable children to secure early skills, speech and language, whilst driving secure Year 1 objectives. It was very clear from my visit, that Broadwood is a school that listens to children; pupil voice is really important to them, and this enables them to respond quickly and efficiently to any concerns.

Next Steps:

- To implement the progressive PSHE scheme across the school to ensure PHSE is being taught and review and monitor throughout the year.
- Consider looking at introducing an online platform for a rewards system which would allow instant communication with parents to support the drive for positive conversations regarding pupils' daily experiences.



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Element 7 - Parents, Carers, Guardians

Building positive relationships with parents and carers is fundamental at Broadwood Primary School. Staff work tirelessly to engage and integrate families into the community (school and local) and the school has become a central pillar of support for families, especially during the Covid-19 global pandemic. Lockdown proved to be challenging in terms of parental confidence in the use of technology and poor digital literacy skills. To overcome this and to support families whose children were at home, staff taught all online lessons to ensure children were being exposed to the lessons they were used to. Staff continued to keep in touch with families via phone calls or socially distanced home visits. Adults were signposted to support when staff identified that they were struggling. The nature of conversations with parents and carers during the pandemic, have centred on wellbeing. This has effectively broken down any previous barriers and cemented positive relationships.

During the assessment day, I met with the schools Family Support Worker. She described the challenges the school face around attendance and building those positive relationships with families. A lot of the parents at Broadwood, had negative experiences of school themselves, so the school works hard to identify ways to break down these barriers and build parent/carer trust and confidence. The Family Support Worker also closely monitors daily attendance. She has established close working relationships with the parents of the most vulnerable children and is relentless in her efforts to engage the families of pupils who are persistently absent. She carries out lots of home visits and does not give up on the families. She is continually positive in her attitude to engaging the hardest to reach families and is always looking for different ways to work with them.

Next Steps:

- To set up a SEND parent group that is ran by parents of SEND and vulnerable children.
- To ensure effective support and networking is put in place for EAL parents.
- To engage the Early Years and KS1 parents to establish routines and relationships between staff and parents due to this being extremely limited during Covid-19 for example: attendance, uniform, phonics and reading.
- Introduce mental health and wellbeing workshops for parents to encourage them to look after their own mental health and wellbeing and provide them with additional strategies to support their children.



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Element 8 - Links with Local, Wider and Global Community

The school is situated in Denton Burn and serves a diverse community including families from Scotswood, Elswick, Benwell and Denton Burn. The school has valuable links with the local and wider community and is developing links within the global community. Broadwood provides events such as the 'Best Summer Ever' which works alongside other organisations such as Centre for Life, CHEFF, Archery, STEM bus as well as whole school projects such as taking part in the 'Great British Spring Clean' where all children from Nursery to Year 6 completed a litter pick. Half termly school holiday events are also hosted by school. The school is situated next to the 'Dene' and school makes use of this through local school visits looking at science, art, the environment, and geography, including visits to Scotswood Nature Garden to support the curriculum and development of the school's 'Eco Warriors'. Links have been established with local care homes, the 'mini police' project as well as with local foodbanks, places of worship and activity centres. During Covid-19, when visits were not allowed to happen, the school hosted an onsite 'camp', where children had a barbeque and slept in tents.

The school is part of a Trust: West End Schools Trust, which consists of eight schools who are involved in events, CPD, shared practice and local events. Projects are undertaken to support the local community such as: supporting parents of SEND children, Project Santa, which helps vulnerable families at Christmas time and collecting donations for the local foodbank. On a global level, the school has participated in projects such as 'connecting classrooms' which looked at the gender inequality act. This was linked with a school in South Africa; however due to Covid-19 had to be put on hold.

Next Steps:

- Re-establish the comprehensive enrichment programme of activities and experiences once Covid-19 restrictions are lifted.
- Develop links with local secondary schools to ensure a smooth transition for all children.
- Subject leaders develop links with the secondary schools in order to strengthen our curriculum offer.
- Consider ways of raising the profile of environmental issues on a local, wider, and global scale.